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ABSTRACT

The document presents guidelines for organizing and operating programs for the mentally gifted and talented in the state of Pennsylvania. Aspects covered include admission criteria; initial identification/referral; individual psychological testing; program organization and scheduling; curriculum and the individualized education program; facilities, instructional materials, equipment, and supplies; personnel; supervision; and program evaluation. (DLS)

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GUIDE FOR ORGANIZING AND OPERATING PROGRAMS FOR THE MENTALLY GIFTED AND TALENTED

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

This guide, augmenting the *Generic Standards for the Operation of Special Education Programs and Services*, was developed and revised by an ad hoc committee on gifted education in Pennsylvania. Committee members were chosen for their experience in and knowledge of research and their development and implementation of programs for the gifted. The committee, formed under the auspices of the Bureau of Special Education in July 1971, has met monthly.

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FOREWOPD

A guide like this cannot cover all situations found in a state so varied as Pennsylvania. Rather, conclusions should be viewed as attempts to provide the best of current thinking with regard to programming and to concur with Pennsylvania law, regulations and standards. New programs developed according to this guide should help enhance program quality.

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I.

General Statement

I. General Statement

Special provisions for gifted children and youth demonstrate the concern of citizens, legislators, and educators for giving young people of school age the opportunities they need for developing their own capabilities and talents. These provisions contribute to the fulfillment of individuals as responsible, creative human beings; to the strengthening of our democratic society; and to the improvement of our way of life.

Benefits from programs for gifted children extend to other children as well. School district personnel throughout Pennsylvania have stated that their efforts in developing and maintaining programs for gifted students have improved the total educational programs of the districts. This improvement has come about, and can continue to come about, because of careful identification of children with certain characteristics and abilities and because of the placement of these children in suitable programs.

Programs for gifted children fit into the spectrum of special programming for all children who have special learning needs. These programs are logical manifestations of our concern for individual differences, for equality of educational opportunity and for the optimal development of each child. By recognizing and educating the gifted as a group with identifiable differences (capabilities, interests and needs), teachers and school administrators can plan educational programs to fit the individual needs of extremely able persons and at the same time include experiences that help them develop their problem-solving and creative abilities.

School districts not only specify objectives and plan special facilities and provisions but also determine how such programs are to be evaluated. These plans include alternatives from kindergarten through grade 12 and from which an individualized educational program (I.E.P.) for each gifted child will emerge. In-service education is a necessity--both to help teachers understand the gifted child and to enable them to motivate and facilitate the development of students' analytical, evaluative and creative skills, as evidenced in on-going I.E.P.'s.

The recognition of individual differences among children and the attempt to educate each child in terms of strengths and potentialities are key features of American educational practice. Evidence of the special needs of the gifted child is sometimes subtle and relatively inconspicuous. Because there is some difficulty in making necessary and desirable curricular adaptations to the special needs of gifted children, the American school, according to scholars and behavioral scientists, must give more effort to recognition and development of suitable educational provisions for the full range and diversity of the gifted child's capabilities. This effort shall result in increased productivity.

All pertinent objectives of differential education for the gifted should be especially defined and formulated. The implementation of these objectives calls for a modified curriculum as well as for:

1. A modification in the typical organization and scheduling of the school day.

2. Tailored instructional materials and methods.

3. Competencies in teacher preparation and specific teacher selection.

4. Education of the community for sustained cooperation, understanding and support.

The challenge is to turn these objectives into practice through development and use of individualized education programs for each child, with the periodic offering of due process to parents.

For society's potential innovators, the humane consequences of knowledge need to be an integral element of learning. Social concern is the context for all studies; otherwise, gifted youth will ask, "Knowledge for what?" Any program that reflects the development of citizens who possess only a pragmatic view of their intellectual talent is shortsighted.

II. Pupils

A. Admissions Criteria

In Pennsylvania schools, identification of the mentally gifted is based on multiple screening criteria and individual intelligence testing by certified school psychologists prior to placement. Determining which pupils are to be tested involves a thorough study of the background and record of the entire student population.* In screening school data to locate candidates for individual testing, the school staff determines potentiality in the light of such factors as:

1. Group Intelligence Test Score: Those with a group I.Q. score of 130 or better are likely candidates. However, if other factors show potentiality, group test I.Q. may be lower. A knowledge of test ceiling is helpful in estimating the value of this score as one of the screening criteria.

2. Achievement Test Scores: Standardized norms are used in most achievement tests. High ability is usually indicated by scores two grade levels above that of the pupil, or a percentile rating of about 90. Again, it is helpful for one to know the ceiling of the test to be able to judge its value as a screening criteria for the gifted.

3. School Records: Pupils with consistently high marks may be gifted, but this factor must always be studied to determine if marks are influenced by conditions other than native ability.

4. Teacher Observations: When clearly understand the nature of giftedness, their observation of children in the classroom can yield invaluable insights. Use of checklists for recording pupil traits of the gifted and anecdotal accounts of significant pupil activities and abilities must be considered. Teachers look for these characteristics of the gifted:

   (a) <u>High Academic Achievement</u> - The gifted student may show as much unevenness in subject matter abilities as do other children, but overall grade point average is usually high. He/she requires fewer detailed and repeated instructions and often anticipates them. He/she works readily with symbols, such as words and numbers, instead of direct experience and actual objects.

   (b) <u>Advanced Vocabulary and Reading Level</u> - The gifted student has a large vocabulary that he/she uses easily and accurately. He/she retains what he has heard or read without much rote or drill. He/she usually can read books that are

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* Special conditions such as physical handicaps, emotional disturbance, and deprived background may prevent a pupil from demonstrating the characteristics described in this chapter. Giftedness <u>may</u> be identified in such a pupil by skilled observation, and there is a rich field of potential giftedness to be explored in our schools. (Refer to II. Pupils, Sections B, F and G.)

ars in advance of the rest of the class and
an early age.

(c) Expressive Fine Arts Talent - The gifted student's wide range of interests stems from a vivid imagination. He/she visualizes actions and things from descriptions and frequently creates original stories, plays, poetry, tunes and sketches. He/she can use materials, words or ideas in new ways.

(d) Wholesome Personal-Social Adjustment - The gifted student adjusts easily to new associates and situations, is alert and keenly observant and responds quickly. He/she possesses a keen sense of humor and incorporates suggestions from others into his/her own thinking and actions. Companions are often one or two years older, but they recognize the gifted student's superior ability in planning, organizing and promoting. The gifted also display evidence of emotional stability in ordinary behavior.

(e) Early Physical Competence - The gifted student is usually characterized by early physical development; tjeu tend to be taller and heavier and to have fewer physical defects. They not only enjoy outdoor games but excel in them. He/she usually enjoys superior health and, as a result, has fewer absences from school due to illness. He/she generally possesses especially good eye-hand coordination.

(f) Superior Intellectual Ability - Gifted students exhibit superior ability in reasoning, generalizing, thinking logically and comprehending. They can perform highly difficult mental tasks and learn more rapidly and more easily than most children. These children also have a longer concentration span, and they are keenly aware of processes in their environment.

(g) Effective Independent Work - The gifted student displays competency for effective independent work by evaluating himself/herself and modifying his/her behavior accordingly. He/she possesses superior insight into problems, is not easily distracted, and is less prone to change his/her mind once an opinion is formed. Such students show their effectiveness by applying learning from one situation to more difficult situations.

(h) Persistent Curiosity - The gifted student displays deep-seated interests. To gratify this insatiable curiosity he/she may enjoy using encyclopedias, dictionaries, maps, globes and other references in addition to original source materials.

(i) Strong Creative and Inventive Power - Gifted students possess intense intellectual curiosity, imagination and creativity. They have unusual power to see new structures

and processes and to express these visions in speaking, writing, art, music, or some other form. Their work has freshness, vitality and uniqueness. An individual may create new ideas and substances or may invent and build new mechanical devices. He/she sometimes runs counter to tradition and continually questions the status quo, which leads him/her to do the unexpected occasionally.

(j) Special Scientific Ability - The gifted student with this sort of talent will use the scientific method of thinking. He/she will employ sound research methods and will grasp scientific concepts quickly. He/she will be curious about the natural world, is not easily discouraged by failure of experiments or projects and will seek causes of failures. He/she will spend much time on special individual projects, such as making a collection, constructing a radio, or making electronic computers.

(k) High Energy Level - The gifted students usually very energetic, undertaking and completing task after task. He/she participates in various extra-curricular activities, holds leadership roles and frequently concentrates on long-range, unattainable and vaguely defined goals.

(l) Demonstrated Leadership Ability - The gifted student displays ability to help a group reach its goals. He/she often will improve human relationships within a group and will achieve prominence by individual effort. He/she enters into activities with enthusiasm and is able to influence others to work toward desirable goals.

(m) Well-developed Mechanical Skills - The gifted student who possesses mechanical ability may be identified by unusual manipulative skills and spatial ability. He/she perceives a visual pattern complete with details, similarities and differences. He/she excels in craft projects and is interested in mechanical gadgets, devices and machines. He/she comprehends mechanical problems and puzzles and likes to draw plans and sketches of mechanical objects.

B. Initial Identification/Referral of Candidates for Gifted Program

Each school district should develop a list of possible gifted students from the total school population, using criteria based on available pupil data.

This list of candidates should be developed from several of the following criteria:

1. Scores of two or more years above grade placement on nationally normed achievement tests (e.g., Metropolitan or Stanford Series, etc.).

2. School records indicating unusual ability.

3. Group intelligence scores which are part of school district pupil records.

4. High scores on teacher checklists for identifying gifted characteristics such as

   (a) Local checklists, such as those developed in Bucks County and Berks County.

   (b) Standardized checklists, for example: Renzulli-Hartman Scale for rating behavioral characteristics of superior students; California Checklist for Primary Grade Gifted Students; Science Research Associate List; Dade County Talented Pupil Characteristics Scale and Bloom and Krathwohl Rating Scale for Intellectual Development Skills.

5. References or referrals from parents, peers, community agencies, etc., based on reliable data. For example:

   -- North Carolina Parent Nomination Forms

   -- Rockford, Illinois, Parent Questionnaire For Kindergarten Children

   An aid in further screening is arranging the list of candidates in priority order from highest probability to lowest probability on the basis of weighted multiple criteria.

C. Screening Based on Initial Identification/Referral

Screening for giftedness can take many forms and diverse approaches. Some of the approaches to screening are:

1. Screening by a professional team (supervisor of gifted, school psychologist, guidance counselor, teacher(s) of gifted, etc.) of those items contained in the student profile should then be made to drop the least likely candidates.

2. Further screening should include further testing by instruments designed specifically for the gifted in areas of cognition, affective domain, psychosocial adjustment and/or creativity.

   Testing Information:

3. Cognitive Tests for Measuring Thinking

a. Convergent Thinking

* Group Intelligence Tests - if not administered in basic education and included as a referral criterion. Examples:

- California Mental Maturity)
) Ceiling I.Q. measured:
) approximately 145
- Otis-Lennon)

* In the tests listed, upper level I.Q. scores correlate poorly with individual psychological test scores and assessment.

b. Divergent Thinking

(1) Creativity tests. Examples are:

-Torrance Tests of Creative Thinking - Verbal (Grades 4-12)*

-Torrance Tests of Creative Thinking - Figural (Grades 1-12)

-Guilford's Tests of Creativity - Verbal, Figural (Grades 4-6)

(2) Intellectual Maturity. An example:

-Goodenough-Harris Drawing Test (Figural)

4. Affective Tests for Measuring Feeling

a. Convergent Tests

(1) Character and Personality. Examples:

-Early School Personality Questionnaire (grades 1-3)

-Children's Personality Questionnaire (grades 3-6)

-Jr.-Sr. High School Personality Questionnaire (grades 6-12)

-California Tests of Personality (grades K-12)

*Suggested grade level uses.

(2) Self-Concept. Examples:

"How do you Really Feel About Yourself?" (grades 4-12)

-Tennessee Self-Concept Scale (grades 5-12)

-Self-Concept as a Learner, Elementary Scale (grades 3-12)
Secondary Scale (grades 7-12)

b. Divergent Tests. Examples:

-Barron Welsh Art Scale of the Welsh Figure Preference Test (grades 1-12)

-Personality Rating Scale (grades K-12)

-Preschool Academic Sentiment Scale (grades K-1)

5. Interests, Observations, and Social-Emotional-Adjustment Appraisals.

Examples of teacher observations, student self-inventories, and other devices may be found in the following:

a. Rice, Joseph P., Developing Total Talent, Springfield, Illinois:
Charles C. Thomas, 1970.
pp. 199-203, Interest-Performance-Capability Checklist
Physical Development Instrument
Social Development Scale
Emotional Development Appraisal
Parent Inventory

b. Williams, Frank E., A Total Creativity Program
Englewood Cliffs, New Jersey:
Educational Technology
Publications, Inc., 1972.
Volume I, "Identifying and Measuring Creative Potential"
Volume III, "Teacher's Workbook" (Lists and checklists of pupil thinking and feeling behaviors)

c. Meeker, Mary N., "A Rating Scale for Identifying Creative Potential"

D. Individual Psychological Testing

Selected students should then be scheduled for individual psychological testing by a certified school psychologist.

Tests may include:

NAME	CEILING I.Q. MEASURED (APPROXIMATELY)
WPPSI - Wechsler Pre-School/Primary Scale of Intelligence (Pre-School-K)*	155
WISC-R - Wechsler Intelligence Scale for Children (K-10)	160
WAIS - Wechsler Adult Intelligence Scale (10 to Adult)	179
Stanford-Binet Intelligence Scale (K-12)	165

E. Final Evaluation and Placement

1. Individual psychological test results should be used as a final consideration for placement.

2. Placement is based on all screening criteria, plus an I.Q. score of 130 or more on an individual psychological test. Placement can be considered for exceptions to the individual psychological mental measurement score if the professional team feels that other screening criteria in the student's profile strongly indicate gifted potential.

3. If the student is eligible for gifted provisions, an I.E.P. (individualized education program) is developed according to available program alternatives and placed in the student's profile as a basis for differential and appropriate education agreed upon through due process and parental I.E.P. involvement.

F. Provisions for the Culturally Deprived or Disadvantaged Gifted Student

Massive efforts have been directed toward overcoming the inadequacies of educational programming for the culturally disadvantaged, but relatively little attention has been devoted to disadvantaged youth who have unusually high potentials for learning and creativity. One stimulus for the present concern for the education of the disadvantaged is the belief that children from low-income, ethnic, and racial minority groups constitute one of the nation's largest unmined sources of abilities.

Culturally disadvantaged children are difficult to identify. The position may, therefore, be taken that many of these children's intellectual talents have been depressed and cannot

*Useful with most children in these grades. Reference to age use is in the test manuals.

be identified in the same way that those of children who have received enriched cultural advantages can be identifed.

Research shows that the development of intellectual potential is directly related to motivational and personality variables, environmental conditions and the instructional program.

Identification procedures, especially those involving standardized intelligence tests, may prove to discriminate against the poor and culturally different.

Therefore, the identification of gifted children and youth within disadvantaged populations is not amenable to simple solutions. Rather, it involves issues such as racial and geographic isolation, socioeconomic class, student interaction and community control.

The priority question is, basically, how to provide for the wide range of individual differences in any school population.

The following identification procedures are suggested:

1. Make a deliberate search for disadvantaged children who exhibit above-average ratings on the usual IQ and achievement tests and identify them in their early school years. Provide them highly enriched learning opportunities, such as those normally available in middle and upper socio-economic families who emphasize verbal interactions, cause-and-effect learning, and conceptualization and generalization from experience.

2. Devise observation instruments and rating scales which staff members may be taught to use when searching for the special qualities of social leadership, creative problem-solving, independent judgment or logical thinking demonstrated by actions, not words.

Employ individual evaluations of these students by using multiple criteria and then program them according to their individual cognitive and affective needs.

3. Maintain a continuous identification-awareness process among the staff for those students who are slow to develop their strengths or who repress evidence of their ability.

4. Once children are identified as exhibiting exceptional potential, alert parents and staff to the students' needs for more complete use of their abilities. Both teachers and parents may need to enhance the self-concept of these gifted students.

5. Maintain an up-to-date file of opportunities available to disadvantaged talented and gifted youths who intend to pursue further education. Apprise the students and their parents of appropriate programming and application procedures for these opportunities and scholarships. Work with college admissions officials to realistically modify programs to fit the needs of "high risk" but strongly motivated students.

In recent years, many school systems have misinterpreted the long overdue concern for the education of poor and minority students as meaning that programs for the disadvantaged must take precedence over provisions for the gifted. What is needed now is a clear affirmation by educators and communities that they are concerned with the development of potential of all kinds.

Since gifted and talented individuals are found in all groups, there is no need or justification for depriving students of opportunities. Nor is there any basis for not providing the disadvantaged gifted student special opportunities that are essentially compensatory in nature while maintaining standards of excellence.

G. Mentally Gifted - Handicapped

Most school organizational patterns for the gifted do not include gifted handicapped children, i.e., the orthopedically handicapped, hard of hearing, deaf, visually handicapped, blind, learning disabled, and emotionally disturbed in their screening and selection for gifted provisions. Too often the handicap is emphasized rather than the strength. At worst, there have been instances when gifted and emotionally disturbed adolescents are being taught with procedures better suited for mentally retarded youngsters.

Strength should be cultivated, particularly in the case of the deaf and/or blind child, for the distractions which intrude upon the majority of these gifted children are less evident. Numerous instances can be cited of handicapped persons who made outstanding contributions to society. If the self-image is depressed and learning opportunities are limited during school years, a valuable resource has been wasted.

Youngsters who are treated as disabled will tend to become so, while the youngster who is challenged and encouraged may take pride in his/her uniqueness and may well produce original ideas and accomplishments.

The provisions discussed in this guide should apply to the gifted handicapped through IEP's.

H. Talented: Governor's School For The Arts

1. DEFINITION: Artistically talented, school-age persons are those who consistently display creative potential at an early age and later develop skills and outstanding abilities to perceive, understand, create, perform and respond to artistic activities; and who need differentiated education or services beyond those provided by the regular school system in order to realize their potentialities.

   Five major factors distinguishing the artistically talented student are:

   1. Fluency of imagination and expression--the freedom with which the child adapts his/her ability to the diverse situation.

   2. A highly developed sensibility for spatial distribution and organization, often emphasizing rhythm and movement.

   3. An intuitive quality of imagination--the ability to bring into existence constellations or events that did not exist before.

   4. Directness of expression which manifests itself when an experience is in tune with the child's desire to express it visually.

   5. A high degree of self-identification with subject matter and medium--an intensity of feeling for the medium.

2. Philosophy and Rationale:

   Historically, schools have dealt with the arts in a very limited way, principally as recreation or as an exposure of all students to several areas without provisions for the development of specialized abilities. Meaningful experiences in dance, theater, photography and filmmaking are limited. In art, music and d creative writing, students are generally frustrated by time and space constraints, the lack of equipment and facilities, and limited exposure to master teachers or artists.

   It is apparent to educational scholars and behavioral scientists that many artistically talented students are perceived by their peers as being "different." The students often say that they are "misunderstood" or that they feel "alone". That these students must have a time and a place where they can meet each other is of paramount importance. At such a place they can discover they are not alone, but that other artistically talented students do exist and share the same kinds of feelings, attitudes

and anxieties. Living and working in an environment that provides for artistic freedom and encourages creative thinking and action reaffirm their positive convictions and enhance their self-images. Here they can discover that it is "okay" to be creative or talented.

Aware of the need to identify talented students and correct the imbalance of artistic opportunities in the schools, the Pennsylvania Department of Education's Bureau of Curriculum Services and Bureau of Special Education, in conjunction with the state's 29 intermediate units, have developed and sponsored the Pennsylvania Governor's School for the Arts. Each summer the school offers a unique living/learning experience to a selected number of the Commonwealth's most talented high school students in the arts, including handicapped students.

The Governor's School recognizes that highly talented students in the arts possess extraordinary potential for developing similar talents in their peers and communities Opportunities for these students to exercise this potential for leadership are seldom provided in Pennsylvania schools. For this reason, a major part of the Governor's School is directed to classes and workshops in which the student is helped to discover his or her full potential for leading others in examining strategies which the artist/leader can employ in marshalling the talents of others, and in developing a model to be implemented in each student's school or community.

3. History

Pennsylvania has been conscious of preserving and nurturing the talent of its children for some years. In 1967-1969 the state, as the recipient of federal ESEA money, established summer arts programs for high school students at Temple University's Ambler Campus and at Westminster College.

After a four-year search for support, funding was obtained for a state-sponsored program through the state Bureau of Special Education in 1973. With special education funds distributed in the form of scholarships through the 29 intermediate units in the state, the Pennsylvania Governor's School for the Arts was established. Handicapped students were, and continue to be, funded through a federal ESEA grant.

Selection is made through application and audition Application brochures and posters are disseminated through the intermediate units to all public, private and parochial high schools. The intermediate units, following Governor's School guidelines, select the best of local applications. Semi-finalists are then invited to attend

auditions/interviews held at strategic locations throughout the state. Final judging is conducted by Governor's School department chairpersons and guest specialists in each field.

4. Major Goals of the Governor's School

   a. To enable each artistically talented student to refine his or her potential through intensive and extensive learning experiences which are beyond the capability of traditional school curriculum.

   b. To enable each artistically talented student to explore his or her potential for developing skills of a high order in a field of the arts other than that in which he or she has concentrated and to apply these new skills and understandings to his or her total personal and artistic development.

   c. To enable each artistically talented student to realize his or her potential for creating new works of art in both individual and group situations.

   d. To enable each artistically talented student to realize his or her potential for furnishing leadership for arts programming in his/her school and community.

   Goals and strategies are developed specifically in music, art, drama, dance, photography and creative writing.

5. Participation of handicapped students is actively encouraged and each year the Governor's School hosts a number of them. Except for a staff of interpreters and mobility experts who attend to their specialized requirements, these students participate in the same programs as nonhandicapped students. In addition to their artistic growth, involvement in the school is usually their first real social experience with their nonhandicapped peers. The opportunity for nonhandicapped students to live and work with their handicapped peers is equally rewarding.

I. Continuance

All due process, Right-to-Education procedures apply for the mentally gifted (Title 22, Chapter 13, Part III sec. 13.31-13.33), as do all I.E.P. procedures outlined in Generic Standards.

J. Withdrawal

All due process, Right-to-Education procedures apply for the mentally gifted (Title 22, Chapter 13, Part III sec. 13.31-13.33), as do all I.E.P. procedures outlined in Generic Standards.

III. Educational Management

A. Reimbursable Special Education Programs

Such programs and services curricula meet all regulations and standards of special education for the gifted:

1. Program organization includes one or more of the four special education alternatives (see III, b. 2.)

2. Classes, resource rooms and itinerant programs contain only those students who are gifted according to mandates.

3. Program plan is approved by PDE.

4. Curriculum content, pace and depth are designed specifically to meet the individual needs of the gifted.

5. Curriculum is based on recognized, researched educational theory for gifted children.

6. Curriculum goals encompass both cognitive and affective domains and involve those teaching strategies which address the higher levels of intellect: cognition, convergence, divergence and critical analysis.

7. All program curricula is demonstrably different from local regular education in goals, objectives, depth, breadth, pace and instructional materials; and it emphasizes variety, creativity and excellence through use of original sources.

8. Curriculum is constantly monitored, evaluated and changed, when necessary, by a staff trained and experienced in gifted education and theory.

B. Non-reimbursable Regular Education Programs

The following can be applied for those gifted students whose appropriate program is to be constructed from both special and regular education alternatives:.

1. Accelerated and/or enriched regular education programs which are flexible and open-ended and which can be used as part of a gifted student's IEP if so indicated by current levels of student achievement and potential.

2. Such programs should be described and approved as part of the IU/SD special education plan.

3. Such programs might include, but are not to be limited to:

   a. Advanced placement courses*

   b. Honors courses

   c. Subject acceleration

   d. Subject enrichment

   e. Early entry to school

   f. Grade-skipping

   g. Telescoped or mini-courses

   h. Independent study

4. All regular programs, and accompanying adjustment in scheduling, should be closely monitored and evaluated by a staff team with background and experience in gifted education.

5. All regular education alternatives should be a part of the IEP-due process procedure.

6. Regular curriculum should provide for guidance and counseling services commensurate with the abilities, potentials and needs of the gifted when the IEP indicates the services are necessary.

C. Organization

Developing programs for the gifted depends upon effective communication between personnel in school districts and those in intermediate units. This leads to cooperative planning, promoting and sharing ideas and provisions, each contributing that which it can best provide.

1. Cooperation between school districts and intermediate units:

   a. Assignment of one or more persons full-time to promote and supervise programming and administration provisions is recommended. If no such position presently exists, the superintendent or the director of special education should take the responsibility or obtain the services of a qualified person.

*As prescribed by College Entrance Examination Board or an equivalent institution.

b. Annual statewide or local conferences help focus attention on the needs of gifted children and youth as well as provide broad-based in-service opportunities.

c. Organized identification of gifted pupils is an example of district-intermediate unit cooperation.

2. Planning Process

a. The intermediate unit plan for special education provides data on the number of gifted students, the program alternatives (regular and special) available in each school district and intermediate unit, and the procedures used to identify and evaluate gifted students and programs. The school district's long-range plans also reflect these provisions.

b. Coordination of public relations activities by the district, intermediate unit and the Department of Education is necessary for the dissemination of accurate information on due process, I.E.P.'s and program plans.

c. Keeping a resource file of community talents will contribute to program enrichment and, at the same time, encourage these individuals to actively support this type of programming.

d. Individuals at various levels, such as members of local school boards, intermediate unit boards, advisory councils, PTA's, PAGE (formerly PASEMG), TAG, etc., may be organized to implement short-term or long-term objectives.

D. Scheduling

Programs for gifted children are as divergent in their concepts as the districts and intermediate units that conduct them. Scheduling of such programs is, therefore, contingent upon the structure in which the program must function. The gifted child's special program is predicated on those alternatives available to him/her in the school district's regular education program. These regular education alternatives must be explained in the intermediate unit special education plan if they are to comprise part of the program for the gifted. Only after such a survey is done and regular education alternatives have been stated should decisions be made as to how many--and which--special education alternatives are necessary to meet the individual needs of the gifted population.

1. The basic alternatives, whether regular or special education, include the following, singly or in combination:

a. Enrichment of content

b. Acceleration of content

c. Individualization of instruction

d. A modified, open-ended curriculum

e. Specific goal-directed programs to develop and/or foster such diverse aspects of giftedness as creativity, critical thinking, evaluative thinking, leadership, etc.

2. The organizational patterns and direction of approved reimbursable special education programs may include:

a. Itinerant programs

b. Resource Rooms

c. Part-time programs

d. Full-time programs

e. Supportive services in regular education. (This direction is recommended only for those gifted students who most resemble bright average students in school districts which have strong regular education alternatives in sufficient numbers and types to meet the needs of each student.)

3. Supportive service needs for the gifted vary widely and may include:

a. Transportation

b. School psychological services

c. Appropriate guidance and counseling services on elementary and secondary levels

4. Supplementary Regular Education

Provisions which do not require, or are not reimbursed as, special education but can be used to fill the requirements of an IEP are:

a. Early entry to school

b. Grade skipping

c. Ungraded classrooms

d. Scholars (honors) programs

e. Independent study

f. Early admission to college

g. Condensed school program (mini-courses)

h. Community-based learning resources

i. Advanced standing

j. Advanced placement

The following should be adhered to:

1. The student should be involved in a special education program designed for the gifted in accordance with the organizational patterns in the Special Education Standards.

2. The student should be involved in a regular education program that is designed for the individual giftedness of that person and which can be met in the regular education curriculum.

3. The program should be held during the normal hours of the school day.

4. A teacher of gifted youngsters should have ample time for preparation, regular teacher contact, special arrangements, I.E.P. development, etc.

IV. Individualized Education Program (IEP) and Curriculum

A. Goals

Since gifted children have special characteristics and special demands are often placed upon them by society the goals and objectives for gifted children, as stated in I.E.P. are important. The educational goals and objectives must be based upon the unique characteristics which the gifted child brings to the learning situation.

Because gifted children in American schools today should provide the nucleus of responsible leadership tomorrow and because society will expect much of them, their special education should prepare them adequately to discharge these responsibilities. Research indicates that:

1. Society needs creators or innovators.

2. Society needs gifted persons who translate new concepts and discoveries into useful products and institutions. They are the implementors.

3. Society needs those who know how to share and communicate ideas: writers, lecturers, teachers, etc.

4. Society needs intelligent consumers and maintainer of culture.

Gifted youngsters, at maturity, should be especially active in the first three roles. They should be prepared to be involved to a much greater degree than they are now.

If the needs of society are to be met, the school curriculum should reflect these goals for its gifted population:

a. Development of problem-solving skills.

b. Development of the ability to discern all options in making choices (decision-making competency).

c. Development of the ability to originate and enjoy culture and aesthetics, of both historical and contemporary.

d. Participation in challenging vocational and avocational activities.

e. Development of the ability to work at the higher levels of Bloom's Taxonomy and Guilford's Structure of the Intellect.

f. Enhancement of high potential through inter-stimulation with their mental peers.

g. Encouragement and nurture of those elements of Torrance's stages of creativity which are not specifically involved in the above items.

B. Subject Area Content, Concepts and Learning Tasks

When subject area objectives are considered, a statement should be made regarding full-time and part-time involvement. In a full-time program, basic sequential skills, as well as enrichment, acceleration, emotional and social progress and the enhancement of capabilities and potential, must be part of the educational fare. In a part-time program, appropriate basic sequential skills are generally taught in the regular classroom. Educational objectives for the gifted in both regular and special classrooms focus on enrichment, acceleration, emotional and social aspects of early maturity and the enlargement of each child's potential capabilities and performance. Program goals need to be stated in light of the amount of time to be spent in each setting and as evidenced by the measured needs of the child.

Curriculum alternatives must be available to build an individualized and appropriate program (I.E.P.). Based on the child's current academic achievement, emotional maturity, social adaptation, psychomotor skills and pre-vocational and vocational skills.

C. Multidisciplinary Offerings

Complexity is an important characteristic of the intellectual capability of the gifted. They often view discrete subject areas as a fragmentation of reality. Since they usually master basic skills earlier than their peers, they are ready for multidisciplinary programs in the primary grades. These offerings should incorporate three major goals: Continued maintenance of skills, enrichment through the global approach to problems and acceleration through integrated application of knowledge.

Multidisciplinary curricular provisions include the humanities and the integrated sciences.

D. Curricula Summary

Each segment of the gifted curriculum should have enough alternatives to meet individual needs and interests. Depth, breadth, and pace of such alternatives must be geared to the potential and the performance of the individual gifted child. However, over-all program quality and suitability should be regularly evaluated in terms of curriculum excellence and the goals that research has found to be applicable to the gifted.

E. IEP Development and Maintenance for the Gifted

1. Individualized educational program for the gifted are a part of Right to Education due process.

2. Specific guidelines on IEP procedures are found in An Introduction to Individualized Education Program Plans in Pennsylvania, Revised, 1978.

3. When I.E.P.'s are developed and maintained both special and regular education programs should be delineated as necessary to an appropriate educational plan based on current potential, ability and needs of each gifted student.

4. Prior to the writing of IEP's, group parent training conferences may be held to review and discuss program offerings. Such conferences do not waive or diminish a parent's/guardian's right to participate in the development of the IEP.

5. IEP format may be developed locally but contain the component parts stated in the special education standards.

V. Facilities, Instructional Materials, Equipment and Supplies

A. Facilities should be appropriate to the needs of the program and have adequate space and storage.

B. Facilities may include both the school and the community.

C. Instructional materials for special education classes for the gifted should be different from those purchased for the regular curriculum.

D. Instructional materials may include, but are not restricted to, supplementary books, pamphlets and periodicals, selected special programs (The Great Books Program), sophisticated teaching devices (computers, calculators and TV equipment), extraordinary filmstrips, tapes, and recording consumable laboratory equipment beyond normal requirements.

E. Expenditures for special instructional materials need not be excessive.

VI. PERSONNEL

A. The Teacher of the Gifted

Each school district, having studied its student population and defined the needs of the gifted in the school district/intermediate unit plan, should carefully select the teachers who will implement the programs. Ideally, the teaching staff for the gifted will include some persons who participated in the preliminary study of needs.

The competent teacher of the gifted possesses these qualities:

- .Understanding academic giftedness
- .Awareness of needs of the gifted arising from their developmental tasks
- .Ability to teach at the level of inspiration
- .Flexibility in classroom management
- .Superior intellectual ability
- .Broad cultural interests and enthusiasms
- .Skill in stimulating students' independent study and creativity
- .Sound mental health and the capacity to deal with groups of varied personalities, opinions and interests
- .Competency in classroom teaching at the gifted child's threshold of learning.
- .Skill in coordinating programs and services for the gifted with other aspects of the school program.

<u>Suggested background for teachers of the mentally gifted in Pennsylvania public schools</u>:

1. Possession of an Instructional II (permanent) teaching certificate.
2. It is possible for a beginning teacher to be an excellent teacher of the gifted when he/she possess most of the characteristics described and has a proper in-service program to help him/her understand the needs, characteristics and curriculum of gifted children.
3. Completion of a graduate program at an accredited institution or an approved in-service program for permanent certification.

4. Either of the following plans:

   a. Twelve credit hours, selected from these two- or three-credit courses:

      (1) Introductory courses: (minimum of 2 credits)

      .Psychology of exceptional children

      .Growth and development of children and youth

      (2) Gifted children and youth: (minimum of two credits)

      .Psychology of the gifted

      .Nature and nurture of creativity

      .Giftedness in handicapped students

      (3) Provisions for the gifted (minimum of six credits)

      .Directing independent study programs

      .Flexible classroom management

      .Guiding student research

      .Methods and programs for the gifted

      .New approaches to fostering learning (such as inquiry, simulation games, etc.)

      (4) Relevant courses: (minimum of two credits)

      .Group interaction techniques

      .Interpersonal relationship skills

      .Psychology of adjustment

      .Psychology of adolescence

      .Psychology of young children

   b. In lieu of a prescribed list of courses, the graduate school or in-service agency may award credits on the basis of demonstrated competencies in each of the four areas listed in #1. This plan combines in-service and professional experience with campus study.

5. Recommendation of superintendent of school district or director of intermediate unit in which most recent service was performed.

B. In-Service

In the planning of school district or IU programs, gifted program personnel must become involved with other basic education staff members through

1. Informational meetings
2. Outside speakers and consultants
3. Workshops stressing identification and needs
4. Coordination training in processes for cooperative effort in planning and I.E.P. development

During the school year there should be substantive in-service sessions for the teachers of the gifted. A variety of programs may include the following:

1. A planned series on specific topics
2. Curriculum
3. Methodology
4. Group dynamics
5. Teaching strategies
6. Visiting other programs
7. Attendance at appropriate state, regional and national conferences
8. Evaluation techniques
9. Specific problems affecting the program
10. Current trends affecting gifted programs
11. Developing public relations strategies which enhance the image of the program and parent involvement.
12. PDE-approved in-service for teacher certification.

All in-service, especially for credit (Item 12), should have, as criteria, behaviorally stated, measurable statements of teacher/administrator competency or change.

VII. SUPERVISION

A. Need

Supervision of gifted programs ranges from state level to the school level. The supervisor, though responsibility for both program design and evaluation, should involve others in planning the program and developing evaluation criteria, subject to final approval by the Bureau of Special Education.

B. Supervisor

Positions of leadership in the area of the mentally gifted are relatively new. In few other educational positions is there is such a close tie between regular and special education. It is a unique field, too, in that such a wide disparity exists in planning for these children.

Factors for choosing a supervisor:

1. Consultant-coordinator skills:

   .Extensive curriculum knowledge.

   .Teaching experience with gifted children

   .Tests-and-measurement background

   .Techniques for stimulating students to think productively

   .Supervisory training in helping relationship development

   .Knowledge of processes to screen students

   .Knowledge of administrative provisions

   .Graduate study in psychology and in the education of the mentally gifted.

2. At least one half-time supervisor is suggested for state-approved programs districts and a full-time supervisor for an intermediate unit program. Cooperative planning between IU's could accomplish this.

3. There should be a reasonable ratio of full time teachers to each supervisor; the assumption is that many other areas demanding supervision, in addition to that of directing teachers (see specific duties) exist.

4. College and/or university training programs can help teachers develop the competencies they need if they eventually become supervisors of gifted programs. Supervisors should work closely with people in higher education to insure quality.

C. Suggested Duties and Responsibilities

It is recommended that the following duties and responsibilities for district and IU supervisors, plus the competencies for teacher supervision, be used in writing job descriptions, interviews, staff relationships and the development of gifted students' individualized educational programs.

The primary responsibility of the supervisor of gifted programs is related to instruction, though it may vary to some degree depending on whether the supervisor is IU-based or district-based.

General Responsibilities: The supervisor:

1. Implements regulations and directives of the Department of Education, Bureau of Special Education, pertaining to the gifted and talented.

2. Implements policies and guidelines pertaining to the special education program.

3. Informs the PDE's director of special education on the current status of programs and services for the mentally gifted and recommends plans to improve the program.

4. Stays knowledgeable about colleges and universities and community, state and national organizations that provide services for the mentally gifted and that train professional workers.

Specific Duties: The supervisor:

1. Is a resource person for the staff and to all school personnel who serve the gifted in both special and regular education.

2. Observes and supervises the activities of the staff and keeps written evaluations of teachers to insure competency.

3. Is responsible for administrative details as inventories; the scheduling of services; requisition of equipment, supplies and instructional materials; expense accounts; and Department of Education forms.

4. Conducts regular in-service training for the staff.

5. Recruits, interviews and recommends applicants for positions on the staff.

6. Provides consultative services to administrators, supervisors, counselors, psychologists, teachers and parents.

7. Serves as a team member, possibly team leader, for the deveopment of initial and subsequent I.E.P.'s and due-process evaluations.

8. Participates in local, state and national conferences, workshops and seminars on the gifted to keep abreast of innovations in the field.

9. Acts as a liaison person with federal programs in the intermediate unit and with the state and district, upon request.

10. Orients new staff.

11. Arranges, with district school personnel, the scheduling needs of gifted children.

12. Helps revise the intermediate unit plan and and develop district plans.

13. Sets up meetings with students' parents and orients IEP development.

D. Direct Supervision of Teachers:

Direct supervision has two primary functions: maintenance of instructional quality and improvement.

The supervisor needs competencies for:

1. Regular cooperative planning of each IEP with each teacher supervised.

2. A supportive, rather than a directive, supervisory approach based on the concepts which foster self-growth of the individual in planning and accomplishing objectives.

3. A process of identification and acquisition, through in-service activity, of further teaching competencies.

4. Continuous evaluation of individual student growth in terms of demonstrated competency per IEP.

5. Acceptance and use of self-evaluation techniques by staff members.

VIII. Evaluation

Evaluation is a two-pronged effort. One, each IEP is evaluated and updated yearly for each gifted student. Two, each gifted program, K-12, should be evaluated and updated no less than yearly. Audiences for such evaluation include:

Parents....

Their first concern is the most appropriate education for their children.

Pennsylvania Educators....

They are concerned with program development and educational opportunities for gifted and talented students.

Administrative Staff In the Department of Education....

They are responsible for implementing policy. One of their main tasks is to assist local projects.

Secretary of Education....

The Secretary is ultimately responsible for making major policy decisions regarding changes in, or continuation, of programs.

Key Pennsylvania Legislators....

They make funding decisions to change or continue programs.

Educators Outside Pennsylvania....

These include professionals in other state departments and the Office of Gifted and Talented, U.S. Department of Health, Education and Welfare, as well as district personnel throughout the nation who are interested in innovations and their effects on gifted children.

A. Goals of Program Evaluation

Evaluation includes review of the following:

1. Specific objectives and goals
2. Identification, screening and placement
3. Organizational instructional patterns
4. Instructional materials and methods
5. Counselling

6. Growth as evidenced in IEP's

7. School-community support of the program.

Program evaluation provides monitoring of the following:

1. Methods of data collection and interpretation

2. Objectives stated in measurable terms

3. Accomplishment of goals, as related to the measurable objectives

4. The specific activities to reach the objectives

B. Goals in IEP Evaluation

IEP evaluation guidelines are found in An Introduction To Individualized Education Program Plans in Pennsylvania Revised, 1978, Guidelines For School Aged IEP Development.

1. Evaluation plans should be made in terms of the program's specific objectives and ultimate goals.

2. Evaluation should be made from the outset of the program.

3. Evaluation should survey attitudes of both participants and nonparticipants.

4. Evaluation should be designed for longitudinal study.

5. Evaluation should include the following district and intermediate unit people:

   .Administrators and supervisors, preferably those trained in gifted child education

   .Participating and non-participating teachers, counselors, children, parents, and lay people

   .School psychologists

6. In-service training in the design and interpretation of measuring instruments should be conducted for those involved in evaluation.

7. In-service training to help teachers evaluate individual students should be provided.

8. Means should be provided for evaluating the effectiveness of the program's current curriculum offerings and instructional methods.

9. Evaluation should be conducted yearly and outcomes should be published.

C. Dissemination

Effective programs are strengthened when the administrator communicates with all those involved in the education of the gifted. Passing on information helps improve programs by:

1. Stimulates new ideas and approaches.

2. Providing guidance for the development of new programs.

3. Establishing coordination between programs for the gifted and other segments of the total school program.

4. Fostering closer ties between the home and the school.

Dissemination Target	Media	Originator	Content
Program Teachers	Staff Meetings, Workshops, Newsletters, Individual IEP Conferences	Program Supervisor	New instructional materials, innovative approaches, opportunities for in-service training: meetings, workshops, conventions, etc.
Program Supervisor	Newsletters, Journals, Workshops, Individual IEP Conferences	PDE Federal Government Other Programs	Descriptions of programs, funding sources, convention and workshop dates
Administrators	Brochures, Newsletters, Periodic reports, Individual IEP Conferences	Program Supervisor PDE	Program activities Evaluation State Regulations
Regular Class Teachers	Student Newspapers, Faculty Meetings, Bulletins Individual IEP Conferences	Program Staff Students	Program Operation On-going projects Daily activities Student progress
Parents	Student Newspapers, Brochures, Meetings, Individual IEP Conferences	Students Program Staff	Goals On-going projects Daily activities Student progress
General Public	News Releases Brochures	Program Staff PR Office	Program activities Special projects Awards

D. Group Meetings

It is essential that regular class teachers, supervisors, and building principals know about the purposes and activities of the gifted programs. The following are useful:

Administrative meetings: The program supervisor needs to meet with all principals and other administrators in a district to explain the need for the program, overall program objectives and administrative procedures (space needed, student selection process, how parents will be contacted, role assignments for the IEP team).

Faculty meetings: Prior to student selection, all teachers in each school should be informed of their role in selection and the development and maintenance of IEP's. Qualifications of students, program objectives, instructional media and evaluation methods should be clearly stated. Comments and questions should be encouraged, especially from teachers who have negative opinions about the program. Teachers should be invited to visit the program in operation and be told whom to notify when students have problems. Contacts with regular-class teachers should be made frequently throughout the year to answer questions, to exchange ideas and resources and to coordinate IEP programs and pupil projects.

Parent meetings: Three types of parental involvement should be made available:

1. Individual conferences: each parent, as a part of the IEP team, participates in discussions of objectives, activities and progress.

2. In-service meetings to which parents are invited to hear guest speakers informed about gifted education and specialists in specific areas.

3. Program brochure: A brochure, distributed to all interested persons, should include brief descriptions of the special needs of the gifted child, program structure, answers to frequently asked questions about the gifted, a listing of program staff, etc. In addition, the PDE brochure "A Guide for Parents... Mentally Gifted Children and Youth" should be distributed upon request.